

**STUDENTS' ABILITY IN USING PERSONAL PRONOUN AS  
SUBJECT AND OBJECT IN SIMPLE SENTENCE AT  
SECON YEAR STUDENTS OF MUALLIMIN  
MUHAMMADIYAH ISLAMIC JUNIOR  
HIGH SCHOOL BANGKINANG  
KAMPAR REGENCY**



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PEKANBARU  
1432 H/2011 M**

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A Thesis

Submitted to Fulfill One of the Requirements  
For Undergraduate Degree in English Education



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## **SUPERVISOR APPROVAL**

The thesis entitled “*The Students Ability in Using Personal Pronoun AS Subject and Object in Simple Sentence at MTs Muallimin Muhammadiyah Bangkinang*” is written by Netri yus indah, NIM. 10414024431. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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Glory to be Allah, the God who creates human beings and teaches them languages. May peace be always on the messengers of Allah, The teacher of all people He is the chosen prophet who has the most fluent tongue May Allah bless him, his family, his companions and all people who follow his teaching and consistently propagate Islam.

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Pekanbaru, Mei 9<sup>th</sup>, 2011 M  
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## ABSTRACT

The title: **The Students' Ability in using personal pronouns as subject and object in simple sentence at the second year of MTs Muallimin Bangkinang**

This thesis focuses on students' ability in using personal pronouns as subject and object in simple sentence. Some of the students do not fully understand the function of personal pronouns taught and they do not know what appropriate personal pronoun should be applied in a sentence. In reality, students have studied English at Elementary School for three and two years at junior high school. However, their proficiency in English, especially in grammar is still far from the expectation.

The objectives of this research are to find out the students ability in using personal pronouns and to know the factors that influence students' ability in using personal pronouns.

In this study, the writer took 100% of 30 students, namely 30 students as sample. In analyzing the data, the writer used descriptive qualitative technique with percentage, as formulated bellow:

$$P = \frac{F}{N} \times 100\%$$

To obtain the level of the students' ability in using personal pronoun, the writer used the following criteria:

80- 100 %	Very good
70-79%	Good
60-69%	Enough
50-59%	Less
0-49%	Fail

Finally, in accordance with the writer's investigation, the students' ability in using personal pronouns as subject and object is categorized into fair level 48, 73. Therefore, the factors that influence the students' ability in using personal pronoun as subject and object are: students are not interesting in learning English, the students do not follow the material during teaching and learning English process, the students do not practice their grammar every day, the limitation of English grammar books often influences the students in mastering grammar, the students never review the lesson at home.

## ABSTRAK

Judul: kemampuan siswa dalam menggunakan personal pronoun sebagai subject dan object dalam kalimat yang sederhana kelas dua MTs Muallimin Bangkinang

Skripsi ini berfokus pada kemampuan siswa dalam menggunakan personal pronoun sebagai subject dan objects dalam kalimat yang sederhana.

Sebagian siswa tidak mengerti fungsi dari personal pronoun yang telah di ajarkan pada mereka dan mereka juga tidak mengetahui personal pronoun sebagai subject atau sebagai object yang harus di gunakan dalam membuat kalimat. Pada hakikatnya siswa telah mempelajari bahasa Inggris selama 5 tahun, 3 tahun di tingkat SD, dan 2 tahun di tingkat SMP. Tetapi penguasaan siswa terhadap bahasa Inggris, khususnya grammar masih jauh dari yang di harapkan.

Tujuan penelitian adalah untuk mengetahui kemampuan siswa dalam menggunakan personal pronoun dan untuk mengetahui faktor- faktor yang mempengaruhi siswa dalam menggunakan personal pronoun.

Pada kajian ini, penulis mengambil 100 % dari 30 siswa sebagai sample.

Dalam menganalisis data, penulis menggunakan teknik deskriptif kualitatif dengan persentase sebagai berikut:

$$P = \frac{F}{N} \times 100\%$$

Untuk mengetahui tingkat kemampuan siswa dalam menggunakan personal pronoun, penulis menggunakan kriteria sebagai berikut :

80 - 100 %	Very good
70 - 79%	Good
60 - 69%	Enough
50- 59%	Less
0 - 49%	Fail

Pada akhirnya, berdasarkan investigasi dari penulis, kemampuan siswa dalam menggunakan personal pronoun sebagai subject dan object di kategorikan gagal (48,73) faktor yang mempengaruhi siswa dalam menggunakan personal pronoun sebagai subject dan object adalah : murid-murid tidak tertarik untuk belajar bahasa Inggris, murid- murid tidak mengikuti materi selama proses belajar, murid tidak pernah mengulang pelajaran mereka di rumah, murid tidak mempraktekkan grammar mereka setiap hari, murid tidak mempunyai buku grammar bahasa Inggris lebih dari satu ,murid-murid tidak mengulang pelajarannya di rumah.

## ملخص

:البحث موضوع

به ومفعول فاعلا فرونوم فرسونال الكلمة استعمال في التلاميذ قدرة  
يسيرة جملة في

به، ومفعول فاعلا فرونوم فرسونال الكلمة استعمال في التلاميذ قدرة في يركز البحث هذا من الكلمة يفهمون لا وهم درسوها، التي فرنون فرسونال من الكلمة أعمال يفهمون لا التلاميذ وبعض جمل وضع في تستعملية التي به مفعول أو فاعل في فهمهم ولكن المتوسط في وستان الابتدائية في سنوات 3 سنوات خمس الإنجليزية اللغة التلاميذ تعلم قد يراد مما بعيد قواعدها وبالخاصة الإنجليزية

استعمال في التلاميذ تتأثر التي أسباب ونعلم الكلمة استعمال في التلاميذ قدرة لنعلم البحث أهداف فرنون فرسونال الكلمة العدد بحث وفي الأمثلة، في التلميذ ثلاثين من ( مئة في مئة ) 100% يأخذ الباحث البحث، هذا في التالي النسب في الوصفية منهج يستعمل الكاتب

$$P = \frac{E}{N} \times 100 \%$$

التالية بأنواع يستعمل الكاتب الكلمة، استعمال في التلاميذ قدرة درجة لنعلم

80	-	100%	ممتاز
70	-	69%	جيد
60	-	69%	مقبول
50	-	59 %	محمول
0	-	49 %	راسب

8 ( راسبا يعتبر به ومفعول فاعلا الكلمة استعمال في التلاميذ قدرة الكاتب مطالعة من وأخيرا لا التلاميذ بأن وهو به ومفعول فاعلا فرونوم فرسونال الكلمة استعمال في التلاميذ يؤثر الذي والسبب (4 دروسهم يراجعون لا التلاميذ إن الدراسة في المادة يتابعون لا والتلاميذ الإنجليزية اللغة التعلم في يتأثرون من أكثر الإنجليزية اللغة في القواعد كتاب يملكون لا والتلاميذ أيامهم في القواعد يطبقون لا والتلاميذ ، ( grammar bahasa inggris ) كتاب أي واحد كتاب

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 The Background of the problem**

English is an International language used by people in all over the world for communication in daily activity, business, and trade. Most of the significant books needed for the development of sciences and technology are written in English.

English is the first foreign language in Indonesia, it has been taught in every level of education institution in both formal and non formal. It has been taught from the lowest education institution level up to the highest one. In other words, it is taught in kinder garden, elementary school, junior high school, senior high school and university.

Learning language is an interesting thing. Without the ability of grammar, it is impossible to communicate the language correctly. According Michael swan (1980: XVI) grammar is the rules that say how words change to show different meaning, and how they are combined into sentences.

MTs Muallimin Muhammadiyah Bangkinang is one of the educational institutions that provide English as one of the compulsory subject that should be studied by the students. In learning English, understanding structure enables the students to comprehend the basic language skills, the students should master at the end of their language learning process, and they are listening, speaking, reading,



and writing. Besides these four language skills, grammar mastery takes the important language components that should be learned by the students.

In the process of acquiring English as target language, the learner may encounter many difficulties. This case can be influenced by the students' native language interference, the ability of each student to catch the idea in learning process, and the students emotion when studying the language (whether they have good mood or not), etc. In addition, learners' problems are also addressed to the mastery of the linguistic components of English, like grammar. They will, of course, have difficulties in building and constructing sentences.

According to Collin (1995: 150) grammar is the way in which a language is organized or arranged by the user of the language. Without grammar, language cannot be accepted and understood by the other people. It means to master the language skills, the students have to study and understand grammar to help them form correct and acceptable expression in spoken or written forms.

Ebitt (1978:520) adds that it seems possible that the foundation of our knowledge and thought is shaped by grammatical structure of our language. Larsen, et al (1986:4) claim that it is also expected that through the study of the grammar of their native language, students would become more familiar with the grammar of their native language. Furthermore, there are several reasons why grammar should be taught. First, grammar which is related to meaning, social function or discourse is one of the components available in communicative competence. Canal and swain 1980 (in Unung 2008: 2) second, the teaching and learning of grammar has a similar process in foreign language, Rutherford 1987

(in Unung 2008) Third, grammar helps the learners not only develop their competence in using language particularly in speaking and writing, but also gain some understanding of what language and how it works. Referring for the statements above, it is clear that grammar is really important in mastering and using English.

Goodman (in ahmad rasul Ashap Saleh 2009: 2) indicates that a language must be learned as the easy way in language development, and material that will be taught should be firstly designed, so that it becomes less difficult and easy to be presented. This indicates that as a teacher should design material well to help students to understand about the material that will be given. It can be concluded that the aim of learning grammar is to gain the success in learning English in term of making a correct sentence. Related to the grammar, the students will study sentence form. One of them is personal pronoun. Pronoun is classified into personal pronoun, reflexive pronoun, possessive pronoun, interrogative pronoun, distributive pronoun and indefinite pronoun. In this research only focuses on personal pronoun. Personal pronoun is not a new topic for the second year students of MTs Muallimin Bangkinang and of course they learn about personal pronoun as subject and object in simple sentence and also its function.

Personal pronoun is a kind of pronoun. It is important to learn it in order to produce correct sentences. Teaching personal pronoun will contribute the development of students' language skills, and also help them to understand and master it. Absolutely, a teacher needs to have good ability about personal

pronoun. In order to be successful succeed in teaching process; the students should gain understanding and ability to use it.

Based on competence based curriculum (KBK), the goal of teaching English MTs Muallimin Muhammadiyah Bangkinang is to develop the students' understanding about the importance of English as a foreign language that is used in learning process. Moreover, it is also to develop the students' understanding about relationship between culture and language. The students are expected to develop ability in using personal pronoun in correct sentence, even though they have learned about it.

Based on the information from some English teachers of MTs Muallimin Muhammadiyah Bangkinang, there are many students, who still get difficulties in learning personal pronoun. The main problem is that they still get difficulties in using personal pronoun in correct sentences or in determining whether it is a subject or an object form. In fact, they had studied about it before. However, their proficiency in using personal pronouns is still very far from the expectation.

The problems faced by the students in general are:

1. How to determine the subject of personal pronoun in simple sentence.

Example:

- a. Mother is a teacher ..... is a teacher.

Incorrect: He is a teacher.

Correct: She is a teacher.

b. Mike is in class ..... is taking a test.

Incorrect: She is taking a test.

Correct: He is taking a test.

2. How to determine the object of personal pronoun in simple sentence.

Example:

a. He gave ..... book.

Incorrect: He gave I book.

Correct: He gave me book.

b. Nani ate dinner with .....

Incorrect: Nani ate dinner with I.

Correct: Nani ate dinner with me.

The errors mentioned above are because the language rules have not become parts of the students' habit in learning English. Studying and mastering English grammar are very important in order to produce the acceptable English sentences, because grammar is the aspect of language. None can understand a sentence in a language only by recognizing the words and knowing what they mean individually, but he must be able to recognize the patterns in which the word occurs and the meaning of the pattern .

Based on the writers' preliminary observation in MTs Muallimin Muhammadiyah Bangkinang, which they have studied about personal pronoun as subject and object in simple sentence. The students' ability in using personal pronoun was very low and the result was considered to be far from the expectation. The fact can be seen in the actual phenomena as follows:

- a. Some of the students are not able to answer the question about the subject of personal pronoun.
- b. Some of the students can not determine the subject and object of personal pronoun in simple sentence.
- c. Some of the students have not mastered about personal pronoun yet.
- d. Some of the students' still make mistakes use personal pronoun in simple sentences.
- e. Most of the students still have low interest in studying English.

Based on the above phenomena, the writer is interested in carrying out a research entitled:

**Students' Ability In Using Personal Pronoun As Subject And Object In Simple Sentence At Second Year of MTs Muallimin Muhammadiyah Bangkinang.**

## **1.2 Definition of key terms**

To avoid misunderstanding, the writer defines the definitions of as follows:

### **a. Ability**

According Hormby,(1985:1) ability is the skill or the power to do something. In this study, ability means that the students' ability of MTs Muallimin Bangkinang in using personal pronoun as subject and object in simple sentence at MTs Muallimin Muhammadiyah Bangkinang.

### **b. Pronoun**

According to Marcella Frank (1972:20) pronoun is the word that takes the place of noun. Betty Scramfer Azar (1992: 76) states that, A pronoun is used in the same ways as a noun: as subject or as an object of a verb or preposition. John O' Connor (2003:32) says that, pronouns are words, which are used in place of noun phrase.

### **c Personal pronoun**

According to John O'Conner (2003:13) personal pronouns are the most familiar types that refer to people and things, e.g. I, you, we, they, she, he, it, me, us, her, him, and them. Personal pronouns have two kinds they are: personal pronoun as subject and personal pronoun as object. Personal pronoun as subject is: I, You, We They, She, He, And It. And personal pronoun as object is: Me, You, Our, Them, Her, His, It.

#### **d. Sentence**

According to John Rook (1990: 3) a sentence must always have a subject and a verb. The largest independent unit of [grammar](#) begins with a [capital letter](#) and ends with a [period](#), [question mark](#), or [exclamation point](#). Sentences in English are made of:

- A [subject](#) - the person, place, thing or idea the sentence is about
- And a [predicate](#) - a [word](#) or [phrase](#) that tells about the subject.

In a sentence, the subject is first. The subject must be a [noun](#) (a [person](#), [place](#), [thing](#), or [idea](#)), a [pronoun](#) (a word that replaces a noun), or a phrase that describes one of those. The subject is what the sentence is about.

The sentence is traditionally (and inadequately) defined as a word or group of words that expresses a complete idea that includes a [subject](#) and a [verb](#).

#### **e. Simple sentence**

According to Jeremo Martin (1980:255) Simple sentence is a sentence structure that contains one independent clause and no dependent clause and it expresses a complete thought. Simple sentence is also called as an independent clause, contains a subject and a verb.

### **1.3. The Problem**

#### **1. The Identification of the Problem**

Based on the statement in background of the problem and phenomena above the writer has found that some of the students of the second year of MTs Muallimin Muhammadiyah Bangkinang encounter problems in using personal pronouns. Some of the students' still make errors use personal pronoun in simple sentences. Even though, their teacher had taught them before.

- a. How is the students' ability in using personal pronoun as subject and object in simple sentence?
- b. What are the factors that influence students' ability in using personal pronoun as subject and object in simple sentence?
- c. What do the teachers do to improve students' ability in using personal pronoun as subject and object in simple sentence?
- d. What do the students do to improve their ability in using personal pronoun as subject and object in simple sentence?

#### **2. The limitation of the Problem**

Based on the identification of the problem above many problems interrelated in this research make writer need to do this research. However, to be the writer needs to limit the problem of this research students' ability in using personal pronoun as subject and object in simple sentence.



### **3. The formulation of the problem**

Based on the limitation of the problems above, the problems of this research will be stated into the following research questions:

- a. How is students' ability in using personal pronoun as subject and object in simple sentence at Second Year of MTs Muallimin Muhammadiyah Bangkinang?
- b. What factors influence the students' ability in using personal pronoun as subject and object in simple sentence at Second Year of MTs Muallimin Bangkinang.?

#### **1.4. The Reason for Choosing the Problem**

The writer has strong motivation in carrying out of this research, based on the following reasons:

- a. This topic is very interesting to be researched, because it can be guidance for the students to use personal pronoun as subject and object in simple sentence.
- b. The topic is very important to be researched because it can give contribution for educational world, especially for students of MTs Muallimin Muhammadiyah Bangkinang.
- c. As far the writer knows, the title has not been researched yet.

## **1.5. The objective and the need of the study**

### **a. The Objective of the research**

- a. To find out students' ability in using personal pronoun as subject and object in simple sentence.
- b. To find out what factors that influence the students' ability in using personal pronoun as subject and object in simple sentence.

### **b. The Needs for Doing the Research**

In general, the objective of this research is to find out the students' ability in using personal pronoun as subject and object in simple sentence and to give the solution forward the problem depicted above. Particularly, this research intends:

- a. To contribute personal pronoun as subject and object in simple sentence to second year students of MTs muallimin Bangkinang in academic year 2009/2010.
- b. To give input to English teacher of the second year students of MTs Muallimin Bangkinang, so he or she helps their students to increase and improve their understanding dealing with personal pronoun as subject and object in simple sentence.
- c. To develop and enrich the researcher's insight and knowledge dealing with the personal pronoun as subject and object in simple sentence.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1. Theoretical Frameworks**

##### **1. Ability**

According Hornby (1991:1) ability is capability or power to do something physically or mentally. In addition, Webster (1980: 3) states that ability means power of performance act physically or mentally. While in heritage illustrated dictionary of English language (1969; 41) ability means the full command of some subject of study.

Based on the statement above, the writer concludes that ability is the power of understanding matter that involves the mental or physic. It refers to the result of the students after they get some experiences through learning. Besides ability in the final acquisition of something is the process of learning that involves physic or mental.

The ability to understand English means that the students are able to understand the grammar knowledge that they accept from their English teacher. Students can understand and use personal pronoun as subject and object in single sentence, so the students should pay attention to learn English grammar.

## **2. The theory of pronoun**

According Ebbits (1978; 521) grammar may also refer to the capacity of mind. The ability of every normal human being possesses to speak and understand sentences. Thus, we all have grammar in overheads. Every human being understands indefinite number of new sentences he has never heard before.

The study of grammar is the study of arrangements of word into more or less meaningful group. To study needs the way in which word are related to each other, or use the terms introduced earlier to learn how to construct signal system which will make the effective and efficient communication.

Hornby (1991) says that learner who wishes to speak and write English correctly must be concerned with grammatical correctness. It means, grammar is very important role in studying English. In grammar, we should learn about tenses, adverb, preposition, conjunction, verb, adjective, noun, and pronouns. Eckersley (1980: 91) says that pronoun is one of the parts of speech. The pronoun is the word used in a place of noun or noun phrase, such as he, me, them, and hers.

Eckersley (1973: 97) classifies pronoun into the following items:

1. personal pronoun
2. possessive pronoun
3. Demonstrative pronoun
4. Reflexive pronoun
5. Interrogative pronoun
6. Distributive pronoun

## 7. Definitive pronoun

In this study, the writer only focuses on the use of personal pronoun as subject and object in simple sentence.

### 3. Form of Personal Pronoun

According to Mellie and Panlene (1976: 287) personal pronouns are ones that show their forms, whether they refer to the speaker, those spoken to or those spoken about. Micheal Swam (1995: 431) says, personal pronouns are used when it is necessary to use or repeat more exact noun phrase.

English that is commonly used today has seven personal pronouns, they are:

- First- person singular ( I)
- First-person plural ( we)
- Second- person singular and plural ( you )
- Third- person singular human or animate female ( she)
- Third- person singular human or animate male ( he)
- Third- person singular inanimate ( it)
- Third- person plural ( they)

The form of personal pronoun depends on the function of personal pronoun itself. The subject and object personal pronoun can be seen in the following table:

**TABLE 2.1**  
**FORM OF PERSONAL PRONOUNS**

	<b>singular</b>		<b>Plural</b>	
	<b>subjective</b>	<b>objective</b>	<b>subjective</b>	<b>objective</b>
<b>First person</b>	<b>I</b>	<b>me</b>	<b>we</b>	<b>us</b>
<b>Second person</b>	<b>you</b>	<b>you</b>	<b>you</b>	<b>You</b>
<b>Third person</b>	<b>He</b>	<b>Him</b>	<b>They</b>	<b>Them</b>
	<b>She</b>	<b>Her</b>		
	<b>It</b>	<b>It</b>		

From the table above, it can be explained that speech naturally presupposes two persons, they are: a person who speaks and a person whom is spoken to (Eckserley, 1973:97) in other words, the word “I” and “we” are pronoun of the first person. “I” is called the first- person singular form, while “we” is called the first person of plural form. “You” is pronoun of second person. Beyond these two persons, person or things that are spoken about are called the third-person plural form; they are “he, she, and it. And “they” is called the third- person singular forms.

Example:

Incorrect: John is my teacher. John is in the classroom

Correct: John is my teacher. He is in the classroom.

Incorrect: Tia needs a book. She needs a book to read.

Correct : Tia need a book. She needs it to read.

Incorrect: Iwan is my friend. Iwan is in my house.

Correct : Iwan is my friend. He is in my house.

Incorrect: Andi and Rian plays volley ball. Them plays volley ball every afternoon.

Correct : They plays volley ball every afternoon.

Personal pronouns have two forms they are: personal pronoun as subject and personal pronoun as object. Personal pronouns as subject are: I, You, We They, She, He, And It. And personal pronouns as object are: Me, You, Our, Them, Her, His, and It.

#### **4. Subject and Object Form**

The forms of personal pronoun are subjective form that is used chiefly as a subject, objective form used as an object. Subjective form cannot be used in place of own objective personal pronoun or objective form in place of subjective, so the

form of personal pronoun depends on the function of personal pronouns themselves.

### **5. The Use of Personal Pronoun as Singular Subject**

A personal pronoun can be the subject of a sentence. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. A personal pronouns as singular subject are, I, You, He, She, It. For example:

- a. I am megawati.
- b. You are student
- c. He is handsome
- d. She is beautiful

### **6. The use of personal pronoun as singular object**

Builder (2004:26) states that the object is the person or thing that the subject does something. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The personal pronouns as singular object are me, you, him, her, and it. For example:

- a. Rudy invites me
- b. Do you like her?
- c. Do you like him?

### **7. The Use of Personal Pronoun as Plural Subject**

Jerome Martin (1980: 64) states that a plural noun names more than one. Plural subject is used to replace plural noun subject. Personal pronoun as plural



subject is used in subject position. Personal pronouns as plural subject are We, You, and They. For example:

- a. We are clever students
- b. They are playing football
- c. You are clever students

#### **8. The use of personal pronoun as plural object.**

The personal pronoun as plural objective is used if the antecedent is plural as objective, the personal pronoun as plural object is: us, you, and them. For example:

- a. A person opened the door for you
- b. Mr. Meyer told us the story of his study.
- c. Mother get money from them

**TABLE I1**

#### **The form of personal pronoun as subject and object**

<b>SUBJECT</b>	<b>OBJECT</b>
I	Me
You	You
We	Us
They	Them
She	Her
He	Him
It	It

From the table above we can see personal pronoun that can be a subject or and object of a sentence. An object pronoun comes after a verb or preposition (to, with, or about etc) a pronoun replaces a noun. When you use a pronoun, be sure that the noun is clear to the reader or listener.

Subjective pronoun is the word denoting the person or thing about which something is said. It can be used as:

a. Subject of verb .e.g.:

1. I see it
2. I know you
3. They live here

b. Complement of verb

Complement verb is in formal English, the complement takes subject form.

e.g.:

1. It is I
2. It is they

But in formal speech, such pronouns are more likely to occur in natural tendency of the language that is for object form used with word in object position

e.g.:

1. It's me
2. It's us

Objective pronouns are ones that refer to those spoken about. Example:

1. Jeans call me
2. The teacher sent us a telegram

3. Andi gave him a birthday present
4. I have made a promised to meet them in office.

These objective forms function as

1. Direct object. E.g.
  - a. I saw her
  - b. Tom like them
2. Indirect object. E. g
  - a. Bill found me a job
  - b. Ana gave him a book
3. Object of preposition

Object of preposition is used after preposition such as: to, by, with, before, after, from, about, above, near, between, etc. Example:

- a. He studied with me
- b. She is standing beside you
- c. They are coming near us

The above sentences illustrate direct objects. Indirect objects also appear in the objective case:

Singular: The dealer sold me a used car.

Plural : The dealer sold my husband and me a used car.

The indirect object names the person to whom or for whom the action is done. An objective pronoun is also used as the object of a preposition: We generally know the correct use by hearing, but a number of situations still make confused.

## **2.2. Factors Influencing Students' Ability.**

Students' ability to apply grammar in sentence constructions is much or less influenced by the factor of learning. Muhibin Syah 2004 (in Unung Asirun 2008:19) says the influential factor of learning structure is as follows:

### **a. Internal factors:**

Internal factors are the factors that come from the students themselves in which they consist of:

#### **1. Motivation**

Students who have low motivation in learning will make their achievement low. Motivation is an essential factor to make teaching and learning more effective and efficient. It means motivation is a changing process that happened at oneself that marked by the incident of reaction and feeling to reach a specific purpose. In other words, motivation is something that pushes someone to do something.

#### **2. Attitude**

Attitude is how good students' attitude is when they listen to the teachers' explanation about the material. It will influence their understanding and achievement in learning process.

#### **3. Intelligence**

The success of the students in learning is influenced by intelligence factor. It will make teaching and learning process more effective.

4. Adequate time

By doing many discussion or exercises whether, students are in the classroom or when they are in the house make them more able to Master the material.

5. English interest

Having interest is the most important role for the students in studying especially grammar. Automatically, the students will be easier to understands about the lesson given. Interest has a great influence toward learning process. If the subject matter is not in line with the learner' interest, they will not learn seriously, of course they will get difficulties in understanding the lesson.

**b. External factor**

External factors are:

1. Teacher

Teacher and the way of teaching are important factors, which influence the learning. How is teachers' attitude, knowledge and teaching orientation also influence students' achievement.

2. Parents

The parents who support children to study English will make them are motivated in learning proces.

### 3. Peer

By having good peer, it will make learning process more effective, we can make group of work to overcome our problem in learning activity. We can share about the lesson taught.

### 4. Environment

School environment, complete equipment, facilities and good condition in learning will make easier for students in learning process.

## **2.3 Relevant research**

There are some previous researches regarding with personal pronoun. One of them was conducted by Nur islami (2004).

In his research, he focused the students' ability in using personal pronoun and possessive pronoun at Mts N Naumbai Airtiris. In his research, he found out some factor that influenced the students' score in understanding grammar, especially in using personal pronoun as subject and object and possessive pronoun.

Firstly; the limited time, so the teacher did not have enough time to explain the subject, especially for the grammatical rule explanation.

Secondly, the students were not motivated to study English. Consequently the students were noisy when they were taught about the teacher gave lesson and they never cared whether the students understood or not.

Thirdly, the large number of the students in the classroom made the teacher difficult to manage the class well. On the other hand, some of the students

said the teacher looked very serious, never smiled, and never made such kind of intermezo.

#### **2.4. Operational Concept**

Operational concept is to measure the ability of the students in using personal pronouns subject and object in simple sentence at the second year students of Mts Muallimin Muhammadiyah Bangkinang, the writer fixed the indicator to become guidance in arranging the test. The indicators are as follows:

- a. The indicator of the students' ability in using personal pronoun as subject and object in simple sentence are:
  1. Student's are able to use personal pronoun as singular subject in writing simple sentence given to them
  2. Students are able use personal pronoun as singular object in writing simple sentence
  3. Students are able to use personal pronoun as plural subject in writing simple sentence.
  4. Students are able to use personal pronoun as plural object in writing simple sentence.
  
- b. The indicator of the factor that influences the students' ability in using personal pronoun as subject and object in simple sentence are:
  1. Internal factor:
    - a. The students are interest in learning English especially personal pronoun as subject and object

- b. The teacher are motivated the students in learning English especially personal pronoun as subject and object
- c. The students find difficulties in learning personal pronoun.
- d. The students follow the material during teaching and learning the topic of personal pronoun.
- e. The students review the lesson at home.

2. External factors:

- a. The parent motivates the students in learning English
- b. The environment motivates students in learning English
- c. The role of peers in learning English process.
- d. The students practice their grammar every day
- e. The students have more than one English book.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. The Method of the Research**

In this study, the writer uses the descriptive method. The descriptive method is used to present all the facts found during the investigation. According Suryabrata (1987: 19) the descriptive method is usually used to make a system factual and accurate description about the fact and characteristic of population.

In this study, the writer wants to find out the ability of the second year students of the Mts Muallimin Muhammadiyah Bangkinang in using personal pronoun in simple sentences.

#### **3.2. Location and time of the study**

The researches conducted the research at Mts Muallimin Muhammadiyah Bangkinang. The school is suited at Jl. Prof M. Yamin SH.

#### **3.3. Subject and object of the research**

The subject of the research was the second year students of Mts Muallimin Muhammadiyah Bangkinang. The subject of this research was the students' ability in using personal pronoun as subject and object in simple sentence.

### **3.4. The Population and Sample of the Research**

The research used total sampling method, because the number of population of this research was only the second year of Mts Muallimin Muhammadiyah as the population of this research. It consisted of one class containing 30 students – 10 males and 20 females of Mts Muhammadiyah Bangkinang and it became the research sample. It is presented in the following table:

**TABLE 3.1**  
**THE POPULATION AND THE SAMPLING OF THE RESEARCH**

Sex	Number
Male	10
Female	20
Total	30

### **3.5. The Data Collection Technique**

#### **a. Test**

This technique was used to find out the information about the students' ability in using personal pronoun as subject and object in simple sentence. The writer collected the data by giving them written test. The number of item is 32 terms that has 32 different sentences.

#### **b. Questionnaire**

This technique contained some questions of the factors influencing student's motivation of learning English and their ability to use personal pronoun as subject and object in simple sentence. This questionnaire described some problems of the students in studying in English,

especially in using personal pronoun as subject and object in simple sentence. The questionnaire concerned with the respondents' opinion in responding the following options:

Always        sometimes

Often        never

Based on the questionnaire, the research only looked for how many students chose always, often, sometimes, and never from each question. It means the researcher wanted to know the frequencies of each option and the score for each option 1. The questionnaire distributed comprises 10 questions and all of them had been collected.

### **3.6. Technique of Data Analysis**

The writer only wanted to find out the students ability in using personal pronoun as subject and object in simple sentence.

According Suharsimi Arikunto (1998: 246) to analyze the data obtained from the data collection technique, the writer uses the descriptive analyzes method.

In order to get description of answer from the students, the formula used is as follows:

$$P = \frac{X}{N} \times 100\%$$

Where :

P : Individual score

X : Correct answer

N : Number of items

To know percentage of students' answer in each element of the students' classification in using personal pronoun as subject and object in simple sentence at Mts Muallimin Muhammadiyah Bangkinang, the following formula is used:

$$p = \frac{f}{n} \times 100\%$$

Where :

P : Percentage of the students' classification in mayor group.

F : Total score of respondents' classification in each element.

n : Total number of respondents ( Anas Sudijono 1987: 40- 41)

To know the mean of the students' ability in using personal pronoun as subject and object the following is used:

$$M = \frac{\sum fx}{n}$$

Where:

M : mean

$\sum fx$  : The sum of the respondents' score.

N : The number of the respondent (Hartono: 2004: 30)

### **SCORE CLASIFICATION**

NO	The Score level	Level of ability
1	80 – 100	Very good
2	70 - 79	Good
3.	60 - 69	Enough
4.	50 - 59	Less
5.	0 – 49	Fail

(Arikunto, 1998: 246)

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Data Presentation**

This research focused on the descriptive research. In order to get the data that support this research, the writer uses test, and questionnaire. The test referred to the students' ability in using personal pronoun as subject and object. Furthermore in this chapter, the writer presents the data about test and questionnaire which have been collected from the second year students of MTs Muallimin Muhammadiyah Bangkinang. Before giving the test to the respondents, the writer tried out the test in order to determine the difficulty level. The writer tried it out to the second year students of Mts Muallimin Muhammadiyah Bangkinang. There were students doing this test.

##### **1. Test**

Based on above explanation, the test used in this research refers to the students' ability in using personal pronouns as subject and object. The students had some questions dealing with using personal pronouns, they consisted of 32 items. They were divided into two parts. Part one consisted of 16 items focused on using personal pronoun as subject. Part two consisted of 16 items focused on using personal pronoun as object.

In order to arrange the items of the test, the writer worked based on the indicators as stated in chapter II. There were 30 students who joined the test, and students score were taken from individuals' correct answer. For the students who were able

to answer each items accurately, the writer gave score 1 (one) for each items and for those who did not complete them got 0 (zero). Therefore, the students should answer all of the items as well as their own understanding about using personal pronoun as subject and object.

**TABEL 1V.1**  
**STUDENTS' SCORE OF ABILITY IN USING PERSONAL PRONOUN AS**  
**SUBJECT AND OBJECT IN SIMPLE SENTENCE**

No	Students	Correct Answer	Score	Level of Ability
1	Student 1	20	62	Enough
2	Student 2	17	53	Less
3	Student 3	12	37	Fail
4	Student 4	14	44	Fail
5	Student 5	14	44	Fail
6	Student 6	15	47	Fail
7	Student 7	11	34	Fail
8	Student 8	13	41	Fail
9	Student 9	21	66	Enough
10	Student 10	15	47	Fail
11	Student 11	25	78	Enough
12	Student 12	21	66	Enough
13	Student 13	17	53	Less
14	Student 14	13	41	Fail
15	Student 15	22	69	Fail
16	Student 16	14	44	Enough
17	Student 17	16	50	Less
18	Student 18	16	50	Less
19	Student 19	20	62	Enough
20	Student 20	15	47	Fail
21	Student 21	14	44	fail
22	Student 22	10	31	Enough
23	Student 23	10	31	Fail
24	Student 24	24	75	Good
25	Student 25	12	37	Fail
26	Student 26	11	34	good
27	Student 27	13	41	fail
28	Student 28	17	53	Less
29	Student 29	16	50	Less
30	Student 30	10	31	Fail

#### **4.2. The factors that influence students' ability in using personal pronoun as subject and object in simple sentence.**

##### **1. Questioner**

The questioner given to the students consisted of ten items. It referred to the factors that influence the students' ability in using personal pronoun as subject and object in simple sentence. The respondents' opinion in answering each items of questionnaire was by choosing the following options, namely: always, often, sometimes, seldom and never. Further, it can see from the table as follows:

**TABLE 1V.2  
THE STUDENTS INTERST IN  
LEARNING ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	3	10%%
B	Often	2	6,66 %
C	Sometimes	5	16,6%
D	Seldom	4	13,3%
E	Never	16	53,33 %
Total		30	100%

Based on the table above, there are 3 students (10 %), answer always, 2 students (6,6%) answer often, 5 students (16,6%) answer sometimes, and 4students (13,3%) answer seldom, and 16 students ( 53,3%)answer never. It means that the students are never interested in learning English, especially personal pronoun as subject and object in simple sentence.



**TABLE 1V.3**  
**THE TEACHER MOTIVATES THE STUDENTS TO**  
**LEARN ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	5	16,6 %
B	Often	5	16, 6 %
C	Sometimes	9	30 %
D	Seldom	1	3,3 %
E	Never	10	33,3 %
Total		30	100 %

Based on the table above, there are 5 students (16,6 %), answer always, there are 5 students (16,6 %) answer often, there are 9 students ( 30 %) answer sometimes, and there are 1 students (3,3%) answer seldom, there are 10 students(33,3) answer never. It means that the teacher never motivates the students in learning English, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.4**  
**THE STUDENTS FIND DIFFICULTIES**  
**IN LEARNING ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	15	50 %
B	Often	5	16,6 %
C	Sometimes	2	6,6 %
D	Seldom	3	10 %
E	Never	5	16,6%
Total		30	100 %

Based on the table above, there are 15 students (50 %), answer always, there are 5 students (16,6 %) answer often, there are 2 (6,6 %) answer sometimes, there are 3 students (10 %) answer seldom, there are 5 students(16,6%) answer never. It means that the students always find difficulties in learning English, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.5**  
**THE PARENTS MOTIVATE THE STUDENTS**  
**IN LEARNING ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	5	16,6 %
B	Often	2	6,6 %
C	Sometimes	3	10 %
D	Seldom	5	16,6 %
E	Never	15	50 %
Total		30	100 %

Based on the table above, there are 5 students (16,6%), answer always, there are 2 students (6,6 %), answer often, there are 3 (10 %) answer sometimes, there are 5 students ( 16,6 %), answer seldom, and there are 15 students( 50%), answer never. It means that the parents often motivate in learning English students, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.6**  
**THE ENVIRONMENT MOTIVATES STUDENTS**  
**IN LEARNING ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	5	16,6 %
B	Often	5	16,6 %
C	Sometimes	8	26,6 %
D	Seldom	2	6,6 %
E	Never	10	33,3 %
Total		30	100 %

Based on the table above, there are 5 students ( 50 %), answer always, there are 5 students (16,6 %), answer often, there are 8 (26,6 %), answer sometimes, there are 2 students ( 6,6 %) seldom, there are 10 ( 33,3),answer never, It means that the environment are never motivates in learning English, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.7**  
**THE PEER MOTIVATES STUDENTS**  
**IN LEARNING ENGLISH**

Option	Alternative option	Frequency	Percentage
A	Always	7	23,3 %
B	Often	5	16,6 %
C	Sometimes	15	50 %
D	Seldom	2	6,6 %
E	Never	1	3,3%
Total		30	100 %

Based on the table above, there are 7 students (23, 33 %), answer always, there are 5 students (16,6%), answer often, there are 15 students (50 %),answer sometimes, there are 2 students (6,6%), answer seldom, and 1 student (3,3 %) answer never, It mean that the students are sometimes motivated by peer in

learning English, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.8**  
**THE STUDENTS FOLLOW THE MATERIAL**  
**DURING TEACHING AND LEARNING**  
**ENGLISH PROCESS**

Option	Alternative option	Frequency	Percentage
A	Always	3	10 %
B	Often	3	10 %
C	Sometimes	2	6,6 %
D	Seldom	7	23,3%
E	Never	15	50%
Total		30	100 %

Based on the table above, there are 3 students (10 %), answer always, there are 3 students ( 10 %),answer often, there are students 2 (6,6 %), answer sometimes, there are 7 of the students ( 23,3% ), answer seldom, and there are 15 ( 50%), answer never It means that the students never follow the material during teaching and learning English, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.9**  
**THE STUDENTS REVIEW**  
**THE LESSON AT HOME**

Option	Alternative option	Frequency	Percentage
A	Always	3	10 %
B	Often	5	16,6 %
C	Sometimes	5	16,6 %
D	Seldom	6	20 %
E	Never	11	36,6%
Total		30	100 %

Based on the table above, there is 3 student (10 %), answers always, there are 5 students (16,6 %), answer often, there are 5 students ( 16,6 %) answer

sometimes, there are 6 students(20 %), answer seldom, and there are 11 students ( 36,6), answer never. It means that the students never review the lesson at home, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.10**  
**THE STUDENTS PRACTICE THEIR GRAMAR EVERY DAY**

Option	Alternative option	Frequency	Percentage
A	Always	0	0 %
B	Often	7	23,3 %
C	Sometimes	3	10 %
D	Seldom	5	16,6 %
E	Never	15	50 %
Total		30	100 %

Based on the table above, there is 0 student ( 0 %), answers always, there are 7 students (23 %), answer often, there are 3 students (10 %) ,answer sometimes, there are 5 students(16,6 %), answer seldom, and there are 15 students ( 50%), answer never. It means that the students never practice their grammar every day, especially personal pronoun as subject and object in simple sentence.

**TABLE 1V.11**  
**THE STUDENTS HAVE MORE THAN ONE ENGLISH BOOKS**

Option	Alternative option	Frequency	Percentage
A	Always	1	3,3 %
B	Often	2	6,6 %
C	Sometimes	3	10 %
D	Seldom	4	13,3 %
E	Never	20	66,6 %
Total		30	100 %

Based on the table above, there is 1 student (3,3%), answer always, there are 2 students (6,6 %), answer often, there are 3 students ( 10 %) ,answer

sometimes, there are 4 students(13,3 %), answer seldom, and there are 20 students ( 66,6), answer never. It means that the students are never having more than one English books, especially personal pronoun as subject and object in simple sentence.

### **4.3. Data Analysis**

#### **4.3.1. Students' ability in using personal pronoun as subject and object in simple sentence.**

In analyzing the data, a technique quantitative descriptive by percentage was used in this research. The data analysis was meant to know the ability of the second year students of MTs Muallimin Bangkinang in using personal pronoun as subject and object in simple sentence. In doing this research, the writer administrated written test to the second year students of MTs Muallimin Bangkinang.

The first step in getting quantitative analysis result was by collecting and classifying each item of the test and multiplying them by standardizing the scores that had been determined before. The next step was counting the percentage of the level of the students' ability in using personal pronoun as subject and object in simple sentence. To find out the level percentage, the writer used the following formula:

$$P = \frac{X}{N} \times 100\%$$

Where :

P : Percentage

X : Frequency of respondents

N : Total of respondents

The following is the table the total frequency of students' ability in using personal pronoun as subject and object in simple sentence.

**TABLE 1V.12**  
**The Total Frequency of the Students' Score in Answering the Test on the Use of Personal Pronoun as Subject and Object in Simple Sentence.**

NO	Score (X)	Frequency	Fx
1	31	3	93
2	34	2	68
3	37	2	74
4	41	3	123
5	44	4	176
6	47	3	141
7	50	3	150
8	53	3	159
9	62	2	124
10	66	2	132
11	69	1	69
12	75	1	75
13	78	1	78
	<b>Total</b>	<b>N= 30</b>	<b><math>\sum fx = 1462</math></b>

The mean score can be calculated as follows

$$M = \frac{\sum fx}{n} = \frac{1462}{30} = 48,73$$

Therefore, the average score of the students' ability in using personal pronoun as subject and object in simple sentence is 48,73.

**TABLE 1V.13**

**The percentage of the second year students' score in using personal pronoun as subject and object in simple sentence at MTs Muallimin Bangkinang**

No	Classification		Frequency	Percentage
	Score	Ability Level		
1	80-100	Very good	0	0%
2	70-79	Good	2	6,66%
3	60-69	Enough	5	16,7%
4	50-59	Less	6	20%
5	0-49	Fail	17	56%
<b>Total</b>			<b>30</b>	<b>100%</b>

After calculating the data, it is found that the mean score of the students in using personal pronoun as subject and object in simple sentence is 48,73. It is categorized into fail level. The classification is 0 student (0%), classified into very good level, 2 students (6,66%) are classified into good level, 5 students (16,6%) are classified into enough level, 6 students (20%) are classified into less level, 17 students( 56%) are classified into fail level.

The percentage of the classification of student's ability in using each type of personal pronoun as subject and object in simple sentence can be seen in the following table

#### **4.3.1.1. The students' score in using personal pronoun as singular subject**

**TABLE 1V.14**

**The computation of mean Score of the students, ability in using personal pronoun as singular subject**

	Score (X)	Frequency	Fx
1	88	3	93
2	75	2	68
3	63	2	74
4	50	3	123
5	38	4	176



6	25	3	141
7	13	3	150
	Total	30	$\sum fx = 1546$

**TABEL.1V .15**

**The percentage of the students' ability in using personal pronoun as singular subject**

No	Classification		Frequency	Percentage
	Score	Ability Level		
1	80-100	Very good	4	13,3%
2	70-79	Good	3	10%
3	60-69	Enough	3	10%
4	50-59	Less	6	20%
5	0-49	Fail	14	46%
Total			30	100%

The table shows that 4 or 13,3% of the respondents' level are categorized into very good. 3 or 10% of the respondents' level are categorized into good. 3 or 10% of the respondents' level are categorized into enough. 6 or 20% of the respondents' levels are categorized into less. 14 or 46% of the respondents' levels are categorized into fail.

The mean score of the students' Ability in using personal pronoun as singular subject, the writer uses the formula as follows:

$$M = \frac{\sum fx}{n} = \frac{1546}{30} = 51,5$$

It means that the Student' Ability in using personal pronoun as singular subject is categorized into less level (50- 59).

#### 4.3.1.2. The students' score in using personal pronoun as singular object

**TABLE.1V.16**  
**The computation of mean Score of the students, ability in using personal pronoun as singular object**

	<b>Score (X)</b>	<b>Frequency</b>	<b>Fx</b>
1	75	3	225
2	63	3	189
3	50	12	600
4	38	7	266
5	25	4	100
6	13	1	13
Total		30	$\Sigma fx = 1393$

**TABLE.1V.17**  
**The percentage of the students' ability in using personal pronoun as singular Object**

<b>No</b>	<b>Classification</b>		<b>Frequency</b>	<b>Percentage</b>
	Score	Ability Level		
1	80-100	Very good	0	0%
2	70-79	Good	3	10%
3	60-69	Enough	3	10%
4	50-59	Less	12	40%
5	0-49	Fail	12	40%
<b>Total</b>			<b>30</b>	<b>100%</b>

The table shows that 0 or 0% of the respondents' ability level is categorized into very good. 3 or 10% of the respondents' ability level are categorized into good. 3 or 10% of the respondents' level are categorized into enough. 12 or 40% of the respondents' levels are categorized into less. 12 or 40% of the respondents' levels are categorized into fail.

The mean score of students' Ability in using personal pronoun as singular subject, the writer uses the formula as follows:

$$M = \frac{\sum fx}{n} = \frac{1393}{30} = 46$$

It mean that the Student' Ability in using personal pronoun as singular subject is categorized into less level (0-49)

#### 4.3.1.3 The students' score in using personal pronoun as plural subject

**TABLE.1V.18**  
**The computation of mean Score of the students, ability in using personal pronoun as plural subject**

	<b>Score (X)</b>	<b>Frequency</b>	<b>Fx</b>
1	88	1	88
2	75	5	375
3	63	4	252
4	50	9	450
5	38	6	228
6	25	3	75
7	13	2	26
	Total	30	$\sum fx = 1494$

**TABLE. 1V.19**  
**The percentage of the students' ability in using personal pronoun as plural Subject**

<b>No</b>	<b>Classification</b>		<b>Frequency</b>	<b>Percentage</b>
	<b>Score</b>	<b>Ability Level</b>		
1	80-100	Very good	1	3,3%
2	70-79	Good	5	16,6%
3	60-69	Enough	4	13,33%
4	50-59	Less	9	30%
5	0-49	Fail	11	36,7%
Total			30	100%

The table shows that 1 or 3,3% of the respondents' ability level is categorized into very good. 5 or 16,6% of the respondents' ability level are categorized into good. 4 or 13,3% of the respondents' level are categorized into

enough.9 or 30% of the respondents' levels are categorized into less.11 or 36,7% of the respondents' levels are categorized into fail.

The means score of students' Ability in using personal pronoun as plural subject; the writer uses the formula as follows:

$$M = \frac{\sum fx}{n} = \frac{1494}{30} = 49,8$$

It mean that the Student' Ability in using personal pronoun as singular subject is categorized in less level (0-49).

#### 4.3.1.4. The students' score in using personal pronoun as plural object

**TABLE.1V.20**  
**The computation of mean Score of the students, ability in using personal pronoun as plural object**

	<b>Score (X)</b>	<b>Frequency</b>	<b>Fx</b>
1	75	4	300
2	63	10	630
3	50	5	250
4	38	4	152
5	25	6	150
6	13	1	0
	<b>Total</b>	<b>30</b>	<b><math>\sum fx = 1482</math></b>

**TABEL 1V.21**  
**The percentage of the students' ability in using personal pronoun as plural Object**

<b>No</b>	<b>Classification</b>		<b>Frequency</b>	<b>Percentage</b>
	<b>Score</b>	<b>Ability Level</b>		
1	80-100	Very good	0	0%
2	70-79	Good	4	13,3%
3	60-69	Enough	10	33,3%
4	50-59	Less	5	16,7%
5	0-49	Fail	11	36,7%
<b>Total</b>			<b>30</b>	<b>100%</b>

The table shows that none of the respondents' ability level is categorized into very good. 4 or 13,3% of the respondents' ability level are categorized into good. 10 or 33,3% of the respondents' level are categorized into enough. 5 or 16,7% of the respondents' levels are categorized into less. 11 or 36,7% of the respondents' levels are categorized into fail.

The means score of students' Ability in using personal pronoun as plural subject; the writer uses the formula as follows:

$$M = \frac{\sum fx}{n} = \frac{1482}{30} = 49,4$$

It mean that the Student' Ability in using personal pronoun as singular subject is categorized into fail level (0-49).

**TABEL.1V. 22**  
**The Recapitulation of mean Score of Total Frequency Score Ability in Answering Personal pronoun as subject and Object in Simple Sentence Test.**

No	Types of personal pronoun	Frequency	Level
1	Personal pronoun as singular subject	51,5%	Less
2	Personal pronoun as singular object	46%	Fail
3	Personal pronoun as plural subject	49,8%	Fail
4	Personal pronoun as plural object	49,4%	Fail

Based on the recapitulation of the table above, it can be concluded that mean scores of the students' ability in using each types of personal pronoun as singular subject is 51,5% ( less level ), personal pronoun as singular object is 46% (fail), personal pronoun as plural subject is 49,8% ( fail level), personal pronoun as plural object is 49,4% ( fail level).

#### 4.3.2. Factors that Influence the Students' Ability in Using Personal

##### Pronoun as Subject and Object in Simple Sentences.

To analyze the factors that influence the students' ability in using personal pronoun as subject and object in simple sentence, the writer used recapitulation table. In this case, the writer used the technique analysis of quantitative descriptive with percentage. The following is table of recapitulation of the factors that influence the students' ability in using personal pronoun as subject and object in simple sentences.

**TABLE.1V.23**  
**The recapitulation of the factors that influence the students' ability in using personal pronoun as subject and object in simple sentence.**

No	A		B		C		D		E		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	3	10%	2	6,6%	5	23,3%	8	26,6%	16	53,3%		
	15		8		15		16		16		70	46,6%
2	5	16,6%	5	16,6%	9	30%	1	3,3%	10	33,3%		
	25		20		27		2		10		84	56%
3	15	50%	5	16,6%	2	6,6%	3	10%	5	16,6%		
	75		20		6		6		5		112	74,6%
4	5	16,6 %	2	6,6%	3	10%	5	16,6%	15	50%		
	25		8		9		10		15		67	70%
5	5	16,6%	5	16,6%	8	26,6%	2	6,6%	10	33,3%		
	25		20		24		6		10		83	53%
6	7	23,3%	5	16,6%	15	50 %	2	6,6%	1	3,3%		
	35		20		45		4		1		105	70%
7	3	10%	3	10 %	2	6,6%	7	23,3%	15	50%		
	15		12		6		14		15		62	41,3%
8	3	10%	5	16,6%	5	16,6%	6	20%	11	36,6%		
	15		20		15		12		11		73	48,6%
9	0	0%	7	23,3 %	3	10%	5	16,6 %	15	50%		
	0		28		9		10		15		62	41,3%
10	1	3,33%	2	6,6%	3	10%	10	33,3%	15	66,6%		
	5		8		9		20		15		66	44%

Where:

Always	: 5
Often	: 4
Sometimes	: 3
Seldom	: 2
Never	: 1

High and low students' ability in using personal pronoun as subject and object in simple sentence was strongly influenced by many factors. It means there were some factors influencing the students' ability in using personal pronoun as subject and object in simple sentence; one of them was an individual factor. The factors can be interpreted as follows:

- a. If the total percentage  $>50\%$  = the factor is influential.
- b. If the total percentage  $<50\%$  = the factor isn't influential

Factor influence students' ability in using personal pronoun as subject and object in simple sentence. These factors related to the students' ability in using personal pronoun as subject and object in simple sentence at the second year students of MTs Muallimin Bangkinang:

- a. The students interest in learning English. It can be seen from the respondents' answer of the questionnaire never is 53,3%.
- b. The teacher motivates the students to learn English. It can be seen from the their answer never is 33,3%
- c. The students find difficulties in learning English. It can be seen from their answer 50% is always.
- d. The parents motivate the students in learning English 50% is never.

- e. The environment motivates students in learning English. It can be seen from their answer 33,3 % is never.
- f. The peer motivates students in learning English. It can be seen from their answer 50% is sometimes.
- g. The students follow the material during teaching and learning English process. It can be seen from their answer 50% is never.
- h. The students review the lesson at home. It can be seen from their answer 36% is never.
- i. The students practice their grammar every day. It can be seen from their answer 50% is never.
- j. The students have more than one English book. It can be seen from their answer 66,6% is never.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

In this research, the writer focuses on finding out how is the ability of the second year students of MTs Muallimin Bangkinang in personal pronoun as subject and object in simple sentence.

From the data presentation and data analysis in chapter V, it describes that the mean score range of the students' ability in using personal pronoun as subject and object in simple sentence is 48,73. The writer concludes that the students' ability in using personal pronoun as subject and object in simple sentence is categorized in *fail* level.

There were 30 students of MTs Muallimin Bangkinang who participated in this research. From these 30 students: none of the students is classified into very good level, 2 students ( 6,66%) are classified into good level, 5 students ( 16,7%) are classified into enough level, 6 students ( 20%) are classified into less level, and 17 students ( 56,7%) are classified into fail level.

And the average score of the students' ability in using each type of personal pronoun in simple sentence is: personal pronoun as singular subject is 51,5%( less level), personal pronoun as singular object is 46% ( fail level ), personal pronoun as plural subject is 49,8%( fail level), personal pronoun as plural object is 49,4% (less level)

Based on the statement, it can be concluded that personal pronoun as singular subject, personal pronoun as singular object, personal pronoun as plural subject, personal pronoun as plural object in simple sentence is difficult for the students.

The second formulation of the problem is” what factors influence the students’ ability in using personal pronoun as subject and object in simple sentence.” Based on the result of the test, the writer concludes that the factors that influence the students’ ability in using personal pronoun as subject and object in simple sentence are as follows:

a. Internal factor

1. The first factor influencing students’ ability in using personal pronoun as subject and object is that the students are not interested in learning English.
2. The second factor influencing students’ ability in using personal pronoun as subject and object is that the students do not follow the material during teaching and learning English process.
3. The fourth factor influencing students’ ability in using personal pronoun as subject and object is the students do not practice their grammar every day.
4. The students find difficulties in learning English.
5. The students do not practice their grammar every day

b. External factor

1. The fifth factor influencing students’ ability in using personal pronoun as subject and object is that the students do not have more than one English grammar book.

2. The third factor influencing students ability in using personal pronoun as subject and object is that the students never review the lesson at home
3. The peer do not motivates students in earning English.
4. The parents do not motivate the students in learning English.

The second formulation of the problem is” Which of types personal pronoun as subject in simple sentence that is difficult for the students to use base on the test The writers concludes that parts of personal pronoun as subject in simple sentence are more difficult for the second year students of MTs muallimin Bangkinang.

The third formulation of the problem is “what are the factors that cause the students get difficulties in learning personal pronoun as subject and object in simple sentence. Based on the students’ test and questionnaire, the writer concludes as follows:

1. They find difficulties in grammar, especially in using personal pronoun as subject and object.
2. The students have low interest in learning English, especially in personal pronoun
3. The teachers’ explanation is not interesting.

## **5.2 Suggestion**

Some suggestion that could be applied in teaching and learning process of personal pronoun as subject and object as follows:

### **5.2.1. Suggestion for the teacher**

1. The teacher should prepare appropriate teaching method or technique, to increase the students' ability in using personal pronoun as subject and object in simple sentence.
2. Finally, after looking at the result of the research finding, it is probably for the teacher to explain in detail what element or aspect should be covered in structure, especially on the elements used in personal pronoun as subject and object in simple sentence.
3. The teacher has to motivate the students in learning English.

### **5.2.2. Suggestion for the students**

- 1 The students have to review the lesson personal pronoun as subject and object at home.
- 1 The students have to follow the material during teaching and learning English process, especially in personal pronoun.
- 2 The students' haave more than one English book.
- 3 The students have to practice their grammar every day.
- 4 The students have to ask their teacher if they have difficulties in learning English.

## **Curriculum vitae**

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Agama : Islam

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2.Ibu : Rusmawati

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Masuk UIN Tahun : 2004

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## Appendix: 1

## TRY -OUT

Direction:

1. The test below is a research instrument
2. This test not influence your mark
3. Time is 90 minutes
4. Choose the best answer A, B, C, D.
5. Thanks for your participation

1. ....am Megawati.  
a. You  
b. I  
c. She  
d. He
2. ....must study hard, said the teacher.  
a. You  
b. Me  
c. Her  
d. Them
3. My brother and my sister are rice. I get money from .....  
a. They  
b. Them  
c. We  
d. Our
4. ...is a beautiful girl.  
a. He  
b. Her  
c. She  
d. Him
5. Rudi is my friend. ....is handsome boy in our class.  
a. Him  
b. He  
c. She  
d. Her
6. ....is my pen  
a. He  
b. She  
c. She  
d. Her
7. I will move tomorrow. Can you help ....., nia?  
a. Me  
b. I  
c. She  
d. Her
8. Mrs.Nia is a teacher. She told ....the story of his study.  
a. I  
b. They  
c. We  
d. Us

9. Teacher took .....to the library.  
a. I                                  c. We  
b. You                                d. I
10. Ratu and Ria are my best friends. ....are very helpful.  
a. I                                  c. We  
b. She                                 d. They
11. I have new book. I bought .....in the book store.  
a. He                                 c. She  
b. Her                                d. It
12. Andi and I are classmate, .....always go to school together.  
a. They                              c. We  
b. You                                d. She
13. Rian is my best friend. He seldom visits.....  
a. I                                  c. Her  
b. Me                                 d. Him
14. A: What's your friend name?  
B: .....name is Neneng  
a. My                                 c. His  
b. Her                                d. You
15. The story teller told a good story. The children listen to .....,  
a. He                                 c. She  
b. Him                                d. I
16. ....am a student  
a. You                                c. She  
b. I                                     d. He
17. I hate .....,  
a. Me                                 c. She  
b. She                                d. You
18. The students are studying English subject. The teacher gives .... the task.  
a. They                              c. She  
b. Them                              d. We
19. Nia is a singer. .... sing a sweet song.  
a. She                                c. Her  
b. He                                 d. Him



20. Mr. Budi is our headmaster, is from Bandung.  
a. She c. He  
b. His d. Him
21. My mother and my father live in Malay. ....lived here for 6 year.  
a. We c. She  
b. They d. Them
22. Mother and I go to market. ....go to market by bus.  
a. We c. Us  
b. They d. They
23. Mrs. Rina is English teacher. She teach .....every day  
a. They c. I  
b. Us d. We
24. ....got a letter from a person.  
a. Me c. Us  
b. You d. Them
25. Where are the Andi and Rio?  
....are at the bank.  
a. We c. They  
b. He d. She
26. The teacher and students go to the zoo. The teacher took ....by bus  
a. We c. They  
b. He d. Us
27. Mr Bron is angry teacher. ....afraid with him  
a. Me c. Us  
b. Them d. We
28. My mother, my father and my sister are sick. I bring .....to hospital.  
a. They c. Us  
b. Them d. We
29. I know the girl. The teacher is talking with .....  
a. She c. Him  
b. Her d. He
30. The man is our teacher. We spoke to .....

- |        |        |
|--------|--------|
| a. Him | c. He  |
| b. Her | d. She |

31. .... must not talk in library.

- |        |       |
|--------|-------|
| a. You | c. It |
| b. Me  | d. Us |

32. Teacher said to her students, I will be there for ....

- |         |        |
|---------|--------|
| a. They | c. He  |
| b. Me   | d. You |

Appendix: 2

TEST

Direction:

1. The test below is a research instrument
  2. This test not influence your mark
  3. Time is 90 minutes
  4. Choose the best answer A, B, C, D.
  5. Thanks for your participation.
- 

1. ....am Megawati.

- |        |        |
|--------|--------|
| a. You | c. She |
| b. I   | d. He  |

2. ....must study hard, said the teacher.

- |        |         |
|--------|---------|
| a. You | c. Her  |
| b. Me  | d. Them |

3. My brother and my sister are rice. I get money from .....

- |         |        |
|---------|--------|
| a. They | c. We  |
| b. Them | d. Our |

4. ...is a beautiful girl.

- |        |        |
|--------|--------|
| a. He  | c. She |
| b. Her | d. Him |

5. Rudi is my friend. ....is handsome boy in our class.

- |        |        |
|--------|--------|
| a. Him | c. She |
| b. He  | d. Her |

6. ....is my pen

- |        |        |
|--------|--------|
| a. He  | c. She |
| b. She | d. Her |

7. I will move tomorrow. Can you help ....., nia?

- |       |        |
|-------|--------|
| a. Me | c. She |
| b. I  | d. Her |

8. Mrs.Nia is a teacher. She told ....the story of his study.

- |         |       |
|---------|-------|
| a. I    | c. We |
| b. They | d. Us |

9. Teacher took .....to the library.  
a. I c. We  
b. You d. I
10. Ratu and Ria are my best friends. ....are very helpful.  
a. I c. We  
b. She d. They
11. I have new book. I bought .....in the book store.  
a. He c. She  
b. Her d. It
12. Andi and I are classmate, ..... always go to school together.  
a. They c. We  
b. You d. She
13. Rian is my best friend. He seldom visits.....  
a. I c. Her  
b. Me d. Him
14. A: What's your friend name?  
B: .....name is Neneng  
a. My c. His  
b. Her d. You
15. The story teller told a good story. The children listen to .....  
a. He c. She  
b. Him d. I
16. ....am a student  
a. You c. She  
b. I d. He
17. I hate .....  
a. Me c. She  
b. She d. You
18. The students are studying English subject. The teacher gives .... the task.  
a. They c. She  
b. Them d. We
19. Nia is a singer. .... sing a sweet song.  
a. She c. Her  
b. He d. Him

20. Mr. Budi is our headmaster, is from Bandung.  
a. She c. He  
b. His d. Him
21. My mother and my father live in Malay. ....lived here for 6 year.  
a. We c. She  
b. They d. Them
22. Mother and I go to market. ....go to market by bus.  
a. We c. Us  
b. They d. They
23. Mrs. Rina is English teacher. She teach .....every day  
a. They c. I  
b. Us d. We
24. ....got a letter from a person.  
a. Me c. Us  
b. You d. Them
25. Where are the Andi and Rio?  
....are at the bank.  
a. We c. They  
b. He d. She
26. The teacher and students go to the zoo. The teacher took ....by bus  
a. We c. They  
b. He d. Us
27. Mr. Bron is angry teacher. ....afraid with him  
a. Me c. Us  
b. Them d. We
28. My mother, my father and my sister are sick. I bring .....to hospital.  
a. They c. Us  
b. Them d. We
29. I know the girl. The teacher is talking with .....  
a. She c. Him  
b. Her d. He

30. The man is our teacher. We spoke to .....

- |        |        |
|--------|--------|
| a. Him | c. He  |
| b. Her | d. She |

31. .... must not talk in library.

- |        |       |
|--------|-------|
| a. You | c. It |
| b. Me  | d. Us |

32. Teacher said to her students, I will be there for ....

- |         |        |
|---------|--------|
| a. They | c. He  |
| b. Me   | d. You |

## QUESTIONNAIRE

Instruction:

1. This question is for research purpose only.
  2. Give across a, b, c, or d in accordance with your opinion.
  3. Answer this question bellow based on your own opinion.
  4. Thank you very much for your kindness in answering these questionnaires.
- 

1. Students interest in learning English, especially about personal pronoun as subject and object in simple sentence.  
a. Always                      c. Sometimes    e. Never  
b. Often                        d. Seldom
2. I am motivated to learn personal pronoun as subject and object assisted by English teacher.  
  
a. Always                      c. Sometimes    e. Never  
b. Often                        d Seldom
3. I ask the teacher when the material personal pronoun as subject and object is difficult.  
  
a. Always                      c. Sometimes    e. Never  
b. Often                        d Seldom
4. My parents motivate me in learning personal pronoun as subject and object in simple sentence.  
  
a. Always                      c. Sometimes    e. Never  
b. Often                        d Seldom

5. The environment motivates me in studying English grammar especially in personal pronoun as subject and object in simple sentence.
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom
6. I ask my friend if I have some difficulties in studying personal pronoun as subject and object in simple sentence.
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom
7. I concentrate during the teaching learning process, especially in material personal pronoun as subject and object in simple sentence.
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom
8. I review the lesson personal pronoun as subject and object in simple sentence at home.
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom
9. I have more than two English grammar book
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom
10. I practice my grammar every day
- a. Always      c. Sometimes    e. Never  
b. Often      d Seldom



Appendix: 4

**Key Answer Test**

1. B	11. D	21. B	31. A
2. A	12. C	22. A	32. D
3. B	13. B	23. B	
4. C	14. B	24. B	
5. B	15. B	25. C	
6. C	16. B	26. D	
7. A	17. D	27. D	
8. D	18. B	28. B	
9. B	19. A	29. B	
10. D	20. C	30. A	

Appendix: 5

**STUDENTS ABILITY IN USING PERSONAL PRONOUN**

**AS SINGULAR SUBJECT**

No	Name	X	N	Score	Level
1	Student 1	3	8	37,5	Fail
2	Student 2	6	8	75	Good
3	Student 3	3	8	37,5	Fail
4	Student 4	3	8	37,5	Fail
5	Student 5	4	8	50	Less
6	Student 6	3	8	37,5	Fail
7	Student 7	2	8	25	Fail
8	Student 8	2	8	25	Fail
9	Student 9	2	8	25	Fail
10	Student 10	2	8	25	Fail
11	Student 11	3	8	37,5	Fail
12	Student 12	3	8	37,5	Fail
13	Student 13	4	8	50	Less
14	Student 14	4	8	50	Less
15	Student 15	7	8	87,5	Very good
16	Student 16	4	8	50	Less

17	Student 17	4	8	50	Less
18	Student 18	4	8	50	Less
19	Student 19	5	8	62,5	Enough
20	Student 20	1	8	12,5	Fail
21	Student 21	5	8	62,5	Enough
22	Student 22	6	8	75	Good
23	Student 23	2	8	25	Fail
24	Student 24	7	8	87,5	Very good
25	Student 25	7	8	87,5	Very good
26	Student 26	6	8	75	Good
27	Student 27	2	8	25	Fail
28	Student 28	5	8	62,5	Enough
29	Student 29	1	8	12,5	Fail
30	Student 30	7	8	87,5	Very good

Appendix: 6

## **STUDENTS ABILITY IN USING PERSONAL PRONOUN**

### **AS SINGULAR OBJECT**

No	Name	X	N	Score	Level
1	Student 1	4	8	50	Less
2	Student 2	4	8	50	Less
3	Student 3	2	8	25	Fail
4	Student 4	2	8	25	Fail
5	Student 5	4	8	50	Less
6	Student 6	4	8	50	Less
7	Student 7	1	8	12,5	Fail
8	Student 8	5	8	62,5	Enough
9	Student 9	2	8	25	Fail
10	Student 10	3	8	37,5	Fail
11	Student 11	3.	8	37,5	Fail
12	Student 12	4	8	50	Less
13	Student 13	3	8	37,5	Fail
14	Student 14	3	8	37,5	Fail
15	Student 15	6	8	75	Very good

16	Student 16	4	8	50	Less
17	Student 17	4	8	50	Less
18	Student 18	3	8	37,5	Fail
19	Student 19	4	8	50	Less
20	Student 20	5	8	62,5	Enough
21	Student 21	3	8	37,5	Fail
22	Student 22	6	8	75	Good
23	Student 23	2	8	25	Fail
24	Student 24	6	8	75	Very good
25	Student 25	4	8	50	Less
26	Student 26	4	8	50	Less
27	Student 27	3	8	37,5	Fail
28	Student 28	5	8	62,5	Enough
29	Student 29	4	8	50	Less
30	Student 30	4	8	50	Less

Appendix: 7

## **STUDENTS ABILITY IN USING PERSONAL PRONOUN**

### **AS PLURAL SUBJECT**

No	Name	X	N	Score	Level
1	Student 1	3	8	37.5	Fail
2	Student 2	3	8	37,5	Fail
3	Student 3	4	8	50	Less
4	Student 4	3	8	37.5	Fail
5	Student 5	4	8	50	Less
6	Student 6	6	8	75	Good
7	Student 7	5	8	62,5	Enough
8	Student 8	3	8	37.5	Fail
9	Student 9	2	8	25	Fail
10	Student 10	5	8	62,5	Enough
11	Student 11	2	8	25	Fail
12	Student 12	3	8	37.5	Fail
13	Student 13	6	8	75	Good
14	Student 14	1	8	12,5	Fail

15	Student 15	3	8	37.5	Fail
16	Student 16	1	8	12,5	Fail
17	Student 17	4	8	50	Less
18	Student 18	4	8	50	Less
19	Student 19	7	8	87,5	Very good
20	Student 20	4	8	50	Less
21	Student 21	4	8	50	Less
22	Student 22	4	8	50	Less
23	Student 23	4	8	50	Less
24	Student 24	6	8	75	Good
25	Student 25	6	8	75	Good
26	Student 26	5	8	62,5	Enough
27	Student 27	4	8	50	Less
28	Student 28	2	8	25	Fail
29	Student 29	5	8	62,5	Enough
30	Student 30	6	8	75	Good

Appendix: 8

## **STUDENTS ABILITY IN USING PERSONAL PRONOUN**

### **AS PLURAL OBJECT**

No	Name	X	N	Score	Level
1	Student 1	2	8	25	Fail
2	Student 2	4	8	37,5	Fail
3	Student 3	3	8	50	Less
4	Student 4	6	8	37.5	Fail
5	Student 5	2	8	50	Less
6	Student 6	2	8	75	Good
7	Student 7	3	8	62,5	Enough
8	Student 8	3	8	37.5	Fail
9	Student 9	5	8	62,5	Enough
10	Student 10	5	8	62,5	Enough
11	Student 11	2	8	25	Fail
12	Student 12	0	8	0	Fail
13	Student 13	4	8	50	Less
14	Student 14	5	8	62,5	Enough

15	Student 15	6	8	75	Good
16	Student 16	5	8	62,5	Enough
17	Student 17	4	8	50	Less
18	Student 18	5	8	62,5	Enough
19	Student 19	4	8	50	Less
20	Student 20	5	8	62,5	Enough
21	Student 21	2	8	25	Fail
22	Student 22	5	8	62,5	Enough
23	Student 23	2	8	25	Fail
24	Student 24	5	8	62,5	Enough
25	Student 25	3	8	37,5	Fail
26	Student 26	6	8	75	Good
27	Student 27	4	8	50	Less
28	Student 28	5	8	62,5	Enough
29	Student 29	6	8	75	Good
30	Student 30	5	8	62,5	Enou;

Appendix: 9

### ITEM DIFFICULTY

Item difficulty shows how easy or difficult the particular proved in the test. The index difficulty is expressed as the percentage of the students who answer the item correctly. It is calculated b using formula:

$$F.V = R/N$$

R=the number of correct answer

N=The number of students taking test

According to J.Heaton ( 1988:179) test is accepted if the degree of difficulty (F.V) is between 0,30-0.70, and is rejected if ( F.V) is less 0.30( difficult) or over 0.70 (easy). The data can be seen in the following table:

NO	ITEM	R	N	F.V	E/D	A/R
1	Item1	9	15	60		A

2	Item2	5	15	33		A
3	Item3	5	15	33		A
4	Item4	7	15	46		A
5	Item5	5	15	33		A
6	Item6	6	15	40		A
7	Item7	8	15	53		A
8	Item8	6	15	40		A
9	Item9	4	15	26		A
10	Item10	10	15	66		A
11	Item11	4	15	26	D	R
12	Item12	9	15	60		
13	Item13	5	15	33		
14	Item41	5	15	33		
15	Item15	5	15	33		A
16	Item16	9	15	60		A
17	Item17	3	15	20	D	R
18	Item18	5	15	33		A
19	Item19	10	15	66		A
20	Item20	6	15	40		A
21	Item21	7	15	46		A
22	Item22	13	15	86	E	R
23	Item23	7	15	46		A
24	Item24	2	15	13	D	R
25	Item25	5	15	3		A
26	Item26	6	15	40		A
27	Item27	9	15	60		A
28	Item28	4	15	26	D	R
29	Item29	6	15	40		A
30	Item30	4	15	26	D	R
31	Item31	4	15	26	D	R

32	Item32	5	15	33		A
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Appendix: 10

#### THE RELIABILITY OF THE PERSONAL PRONOUN TEST (TRY OUT)

No	Name	Score (X)	Mean deviation	Square X (d)
1	Student 1	15	2	4
2	Student 2	12	-1	1
3	Student 3	10	--3	9
4	Student 4	14	1	1
5	Student 5	11	-2	4
6	Student 6	14	1	1
7	Student 7	14	1	1
8	Student 8	16	3	9
9	Student 9	14	1	1
10	Student 10	9	-4	16
11	Student 11	12	-1	1
12	Student 12	16	3	9
13	Student 13	14	1	1
14	Student 14	15	2	4
15	Student 15	11	-2	4
Total		$\sum x = 197$		$\sum x = 66$

1. The mean score

$$M = \sum \frac{fx}{N}$$

$$M = \frac{206}{15}$$

$$M = 13,73$$

$$M = 14$$

2.  $S.d = \sqrt{\frac{\sum d^2}{N - 1}}$

$$S.d = \sqrt{\frac{79}{15 - 1}}$$

$$S.d = \sqrt{\frac{79}{14}}$$

$$S.d = \sqrt{5,64}$$

$$S.d = 2,37$$

3. The formula of reliability of the test is:

$$R_{ii} = \frac{N}{N - 1} \left[ 1 - \frac{m(N - m)}{N\bar{X}^2} \right]$$

$$R_{ii} = \frac{15}{15 - 1} \left[ 1 - \frac{13(15 - 13)}{15(2.37)^2} \right]$$

$$R_{ii} = \frac{15}{14} \left[ 1 - \frac{13(2)}{15(5.61)} \right]$$

$$R_{ii} = \frac{15}{14} \left[ 1 - \frac{26}{8415} \right]$$

$$R_{ii} = \frac{15}{14} [1 - 0,03]$$



$$R_{ii} = 1,07[0,97]$$

$$R_{ii} = 1,03$$

Appendix: 11

**THE VALIDITY OF THE PERSONAL PRONOUN AS SUBJECT AND  
OBJECT IN SIMPLE SENTENCE TEST**

No	Name	Score (X)	Score (Y)	MD (X)	MD (Y)	Square (d <sup>2</sup> )	Square (d <sup>2</sup> )	X.Y
1	Student 1	15	12	2	-2	4	4	4
2	Student 2	12	17	-1	3	1	9	3
3	Student 3	10	12	-3	-2	9	4	6
4	Student 4	14	14	1	0	1	0	0
5	Student 5	11	14	-2	0	4	0	0
6	Student 6	14	15	1	1	1	1	1
7	Student 7	14	11	1	-3	1	9	3
8	Student 8	16	13	3	-1	9	1	3
9	Student 9	14	11	1	-3	1	9	3

10	Student 10	9	15	-4	1	16	1	4
11	Student 11	12	10	-1	-4	1	16	4
12	Student 12	16	10	3	-4	9	16	12
13	Student 13	14	17	1	3	1	9	3
14	Student 14	15	13	2	-1	4	1	2
15	Student 15	11	22	-2	8	4	64	16
Total		197	206			66	144	60

1. The formula of validity of the personal pronoun test is

$$R_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$R_{xy} = \frac{60}{\sqrt{(66)(144)}}$$

$$R_{xy} = \frac{60}{\sqrt{9504}}$$

$$R_{xy} = \frac{60}{97.48}$$

$$= 0,61$$

From the result of validity above, the score is 0, 61. It means that the validity of the test is high. Therefore the data is valid.

2. The result of analysis of the try out can be seen as follows:

0.800 --1.00 is very high

0.600 – 0.800 is high

0.400 – 0.600 is enough

0.200 – 0.400 is low

0.000 – 0.200 is very low

( Arikunto, 2005: 75)